**FWIS 113: Race, Policy and Racial Change in America**

**Prof. Melissa Marschall**

Spring 2018
Tues/Thurs: 9:25-10:40
RZR 304
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## Course Description

This course provides an introduction to race and public policy in the United States. We will examine the different ways in which race and political representation have been conceptualized and studied in America and how has race been intertwined with public policy development in the 20th century. The course will examine how American political institutions have shaped outcomes for different racial groups, focusing on several contemporary public policy areas—e.g., education, housing, policing and incarceration, and voting rights. It will also consider the role of the media, public opinion, and the legacy of segregation and racial inequality in shaping public discourse, the policy agenda, and the implementation of policies that influence (directly and indirectly) underrepresented groups in America. Some specific questions we will be studying include: What political victories have racial minorities achieved? Where and in what ways does public policy in America provide equal protections and equality of opportunity to racial minorities? How have political mobilization and participation contributed to racial change in the United States?

## Course Objectives and Learning Outcomes

In addition to learning about political mobilization and change in American racial attitudes and policies, this course seeks to increase students' ability to listen to, respect, and empathize with others who have different (and perhaps offensive) views. A critical goal of this course is to elevate our individual and collective understanding and tolerance of diverse views. Along with this, this course seeks to improve writing and communication on the topic of race. Toward this end, this course will:

- enhance students' understanding of the central place of writing and communication the learning process and in academic life.
- teach students strategies for analyzing, synthesizing, and responding to college-level readings and error prone writing and thinking that is widespread in media outlets and the popular press.
- improve students' ability to communicate properly and effectively in writing and in speech to an array of different audiences.
- help students become more comfortable with writing as a process.

- teach students how to appropriately incorporate existing literature and works into their own writing while also helping them to find their own voice.
- teach students how to articulate oral arguments and respond productively to arguments in informal presentations, class discussion, and in writing.

**Course Requirements[1] and Grades**

This course focuses a topic that many find difficult to talk about. Therefore, this course requires that all students respect and listen to each other and prioritize empathy. Students must be willing to engage in self reflection and self discipline in order to create a classroom climate where there is trust, where students feels safe expressing themselves, and where we are not afraid to make mistakes. Open and honest discussion and oral communication are critical to the learning outcomes of this course.

A second requirement of this course is that students keep up with the reading and participate meaningfully in class discussions. It is impossible to do well in this class if you do not attend class. Therefore class attendance is mandatory. To get the most out of this course, it will be necessary for students to engage the readings and videos and to challenge both their own and each others' preconceived notions about the ways in we understand race and the history of race in American politics, policy, and society.

We will be actively involved in written and oral communication throughout the semester. In addition to specific writing and oral communication assignments, in this class each student will maintain a journal, making at least two entries each week. Most of the time, you will be free to write about whatever strikes you. However, on some occasions, I will assign a topic. In addition, I will post writing prompts on Canvas to help students generate ideas. We will share journal entries before each class, discuss the journal contents in our writing conferences, and most importantly, use our journal to help us find our voice as we tackle the complex and often painful topic of race in America.

A description of the assignments is posted on Canvas. We will discuss each of these in considerable detail in class.

*Grades will be determined as follows:*

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|---|---|
| Class participation (Journal, group work): | 15% |
| Essays (2): | 30% |
| Op-ed: | 20% |
| Issue Brief: | 25% |
| Presentations (2): | 10% |

[1] Students who have any conditions or challenges that may make it difficult for them to meet the requirements of this course should contact Disability Support Services to discuss their needs and begin the registration process. Disability related requests for accommodations and services are evaluated individually, based on documentation and completion of the registration process. For more information see: https://dss.rice.edu/

Students are encouraged to keep track of their progress in this course and consult with me when they have questions or concerns. Please note that any query about grades should be done in person either during my office hours or by appointment—I will not discuss grades via email or telephone. The grading scale in operation for this course is provided below.

| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100-98% | 97-94% | 93-90% | 89-88% | 87-82% | 81-80% | 79-78% | 77-72% | 71-70% | 69-68% | 67-62% | 61-60% |

**Course Resources, Policies, and Grading**

***Canvas*** will be used regularly in the class for posting assignments, readings, and announcements. Please make sure to check all communications from me from Canvas. Students will submit assignments to Canvas as well, and this is the primary channel through which I will provide feedback.

***Laptop use*** will only be permitted in class when we have in-class work. I will let you know in advance when we will be using them. Otherwise, you should not have them out during class time. It hopefully goes without saying, but just in case….cell phones should always be silenced and out of sight during class.

***Opportunities for revision*** will be available for several assignments. Students are also welcome to resubmit any assignment that receives a grade lower than 75. In such cases, the student should contact me to set up a writing conference, where will discuss the original submission and how the student can rework and revise it for resubmission. The revision must be submitted within 10 days of the date when the assignment was returned in Canvas. The final grade for this assignment will be the average of the two (original and revised).

***Rice University Honor code*** is in effect for all work done in this course. For more details, see http://honor.rice.edu/honor-system-handbook/. This means that all written and oral work for this course must be your own. Since students in this course will be doing research for number of assignments that involve summarizing and/or characterizing arguments of others proper citation and attribution is imperative. Please consult with existing resources on proper citation, plagiarism, etc.:http://honor.rice.edu/files/2010/11/Acknowledgement-of-Sources-1dhouw1.pdf. If you still have questions, come and see me. Plagiarism is not tolerated in this course, and any work that has been plagiarized will receive an F grade.

**Course Schedule, Topics and Readings**

**Jan. 9: Course Introduction**

**I. Concepts and Foundations**

**Jan. 11: What Is Race?**

- Leroi, Amand Marie. 2005. "A Family Tree in Every Gene." *The New York Times,* March 14, p. A23. Available at: http://raceandgenomics.ssrc.org/Leroi/
- Goodman, Alan. 2006. "Two Questions about Race." *Social Science Research Council*. http://raceandgenomics.ssrc.org/Goodman/
- *Writing Sample Due: What does race in America mean to me? (3-page essay)*

**Jan. 16-18: How and Why Does Race Matter?**

- Fields, Barbara. 1990 "Slavery, Race, and Ideology in the United States of America." *New Left Review* 181 (May/June): 95-118. (READ TWO TIMES)
- Hammond, Evelyn. 2006. "Straw Men and their Followers: The Return of Biological Race." *Social Science Research Council*. http://raceandgenomics.ssrc.org/Hammonds/
- West, Cornel. 2001. *Race Matters*. Boston: Beacon Press. Prefaces (2001 + 1993) and Introduction.
- *Practicum: Writing an effective essay*

**Jan. 23-25: What is Racism?**

- Ford, Clyde W. We Can All Get Along. NY: Dell Publishing. Chpts. 1-3 (pp 1-20).
- Dovidio, J. F., Gaertner, S. L., Kawakami, K., & Hodson, G. (2002). "Why can't we all just get along? Interpersonal biases and interracial distrust." Cultural Diversity and *Ethnic Minority Psychology* 8 (2): 88-102.
- *Practicum: Effective Presentations*

**II. Racial Politics and Progress in the South**

**Jan. 30: Sharing Cropping and Jim Crow**

- *Video:* The Promised Land: Take Me to Chicago "Any Place but Here" (Part 1 only)
- *Racism Presentation (Racism Essay Due: Friday, Feb. 2, 5 pm)*
- *Submit preferences for group*-based research and writing on racial/ethnic groups

**Feb. 1: Early Acts of Defiance**

- *Video:* Eyes on the Prize: Awakenings (1954-1956)
- *Video:* Eyes on the Prize: Fighting Back (1957-1962)
- *Group work:* Migration, group experiences in America, group consciousness

**Feb. 6: Organizing the Movement and Collective Action**

- *Video:* Eyes on the Prize: Ain't Scared of Your Jails (1960-1961)
- *Video:* Eyes on the Prize: No Easy Walk (1961-1963)

- *Group work:* Mobilization & collective action

**Feb. 13: The Fight for Voting Rights**

- *Video:* Eyes on the Prize: Mississippi: Is This America? (1963-1964)
- *Video:* Eyes on the Prize: Bridge to Freedom (1965)
- *Group work*: Advocacy and policy change

**Feb 15: Op-Ed Workshop:**

- Submit, bring sample Op-Eds to analyze & share with class
  ***Examples:***
- https://www.nytimes.com/2017/11/11/opinion/sunday/interracial-friendship-donald-trump.html
- https://www.nytimes.com/2017/10/27/opinion/danger-racial-profiling-america.html
- *Essay 2 Due Friday, Feb. 16, 5pm*

**Part III: Policy Process, Implementation & Evaluation**

**Feb. 20-22: Equality of Educational Opportunity: Desegregating the South**

- Rosenberg, Gerald N. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: University of Chicago Press. (Chpt 2, pp. 39-57; Chpt 3, Chpt 4, pp. 107-34).
- Eisensee, Laura. 2017. "Once Tool to Desegregate, HSPVA Doesn't Reflect Diversity in Houston School District." *Houston Public Media,* July 13. https://www.houstonpublicmedia.org/articles/news/2017/07/13/221290/once-tool-to-desegregate-hspva-doesnt-reflect-diversity-in-houston-school-district/
- *Practicum:* Writing and communicating about facts and figures

**Feb. 27-March 1: The Great Migration, Housing, and the Urban Crisis**

- *Video:* The Promised Land: A Dream Deferred Parts 1 & 2
- Rothstein, Richard. 2014. The Making of Ferguson. Public Policies at the Root of its Troubles. Washington, DC: Economic Policy Institute.
- Wilson, William Julius. 1987. The *Truly Disadvantaged*. University of Chicago Press. (Chpt on Universal policy)
- Eligon, John, Yamiche Alcindor and Agustin Armendariz. 2017. "Program to Spur Low-Income Housing Is Keeping Cities Segregated." New York Times, July 2. https://www.nytimes.com/2017/07/02/us/federal-housing-assistance-urban-racial-divides.html
- *Submit Op-Ed rough draft March 1, 5 pm*

**March 6-8: Equality of Educational Opportunity Part 2**

- Milliken v. Bradley. Yudof, Mark, et al. 2002. *Educational Policy and the Law*. Belmont, CA: Wadsworth Group "Educational Opportunity and Race" Pages 399-413.
- San Antonio Independent School District v. Rodriguez. Yudof et al. 2002. *Educational Policy and the Law*. Belmont, CA: Wadsworth Group "Equal Opportunity and School Finance" (Chpt. 7, pp. 767-804).

- Freeman, Ray. 2016. "Eliminate Texas 'Robin Hood' school funding? Why?" *The Texas Tribune*, November 11. http://www.star-telegram.com/opinion/opn-columns-blogs/other-voices/article114260138.html
- *Submit final draft of the Op-Ed, March 9, 5 pm*

**March 13-15: No class-Spring Break**

**March 20-22: Issue Brief Practicum and In Class Work**

**March 27-29: Voting Rights & Voter ID Laws**

- Shah, Paru R., Melissa J. Marschall, and Anirudh VS Ruhil. 2013. "Are We There Yet? The Voting Rights Act and Black Representation on City Councils, 1981–2006." *The Journal of Politics* 75 (4): 993-1008.
- Ura, Alexa. 2017. "Voting rights battle in Pasadena could have Texas-wide legal ramifications." *The Texas Tribune*, July 11. https://www.texastribune.org/2017/07/11/voting-rights-battle-pasadena-could-come-wide-legal-ramifications/
- Turkewitzjan, Julie. 2018. "For Native Americans, a 'Historic Moment' on the Path to Power at the Ballot Box." *New York Times*. January 4. https://www.nytimes.com/2018/01/04/us/native-american-voting-rights.html?ref=todayspaper

**April 3-5: Policing and Criminal Justice**

- Pierson, Emma, et al. 2017. "A large-scale analysis of racial disparities in police stops across the United States." Stanford University Working Paper. https://5harad.com/papers/traffic-stops.pdf
- Arnold, David, et al. 2017. "Racial Bias in Bail Decisions." Princeton University Working Paper. https://www.princeton.edu/~wdobbie/files/racialbias.pdf
- McCullough, Jolie. 2017. "How Harris County's federal bail lawsuit spreads beyond Houston." Texas Tribune. Oct. 2. https://www.texastribune.org/2017/10/02/how-harris-countys-bail-lawsuit-spreads-beyond-houston/

**April 10-12: Issue Brief Critics and In Class Work**

- *Submit rough draft of issue brief, April 12, 5 pm*

**April 17-19: TBA**

**Final Exam Date**: **Presentations of Issue Brief**

- *Submit 1-pager when you present your brief*
- *Submit final draft of issue brief, Wednesday, May, 2 5pm*